

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>0805367772</b>		Publisher - <b>Pearson Prentice Hall Customer Service</b>		Provided by the Publisher
	<b>Biology - Student Edition</b>				
	Type - P1	Author - Campbell/Reece			
	Copyright - 2005	Edition - 7th	Readability - 10.6 Modified Dale-Chall		
	Course - AP* Biology		Grade(s) - 11,12		
	Teacher Edition ISBN if applicable		0805371486		

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

This text is recommended as an AP level text. The depth of content and breadth of content is sufficient to allow students to be adequately prepared for the AP exam. The text is as current as can be expected with the quickening developments in the field of biological sciences. The inquiry located within the text is limited as the AP labs are a prescribed groups of labs which should be chosen from. Ancillary materials which are available would serve to enhance teaching and learning.

### CRITERIA

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☒ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |   |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| b) Motion and Forces                      | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| d) Unity and Diversity                    | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| e) Biological Change                      | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| f) Energy Transformation                  | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| g) Interdependence                        | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |

**2) Addresses content-specific enduring understandings from the related Program of Studies standards.**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

Kentucky Department of Education  
Science Adoption 2008-2014

3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

The depth of content as related to the specific biology standards is quite strong. Areas marked as moderate are addressed adequately from the biological standpoint but may not show complete integration to other areas. Content specific skills would be enhanced by student involvement in the prescribed labs of the AP curriculum.

**B. Functionality & Suitability**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy**

*Note: may apply to either student or teacher editions*

☐ Strong ☒ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) **Connections to Technology** ☐ Strong ☒ Moderate ☐ Little

Kentucky Department of Education  
Science Adoption 2008-2014

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
  - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

A variety of literacy strategies for the student is limited to key concepts being identified in the student edition as well as "concept check" questions at the end of each section to allow self-assessment of the reading. Key vocabulary is bold print in the text to be pointed out as being important and then defined in contextual use. No apparent errors were found in the text and the reading level, although rather high, is consistent throughout. There was no additional support found for ESL students. Connections to technology include an accompanying CD with the student text in addition to website access.

**C. Supports Inquiry and Skill Development**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
  - Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
  - Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
  - Provides opportunities for application of learned concepts.
  - Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
  - Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
- Note: may apply to either teacher or student edition*

**2) Skill Development**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

Opportunities for inquiry are included in the end of chapter review section. Laboratory inquiry is quite limited in the text itself as the labs are not included. The questions in the chapters as well as at the end of the chapters allow for opportunities for student to use data and practice critical thinking skills on a regular basis. The accompanying student CD also allows students the opportunity for additional practice in these areas.

**D. Supports Best Practices of Teaching and Learning**

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The text is very much geared toward to the content of this course. The use of authentic questions and examples in the text encourage self-motivation. Efforts are made to make the material applicable to situations which are current and recognizable by the students. Examples would include questions in the Science, Technology, and Society sections of the review. Included assessments vary in format from multiple choice to open response and essay types of questions.

**E. Has an Organization/ Format that Supports Learning and Teaching**

- ☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
  - Presents chapters/lessons in an organized and logical sequence
  - Provides clearly stated objectives for each lesson.
  - Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
  - Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
  - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
  - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
  - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text and supporting materials are congruent in nature and organized in such a manner as to allow for logical progression. The text features used help to organize and frame the readings in a way that should prove to be helpful to the student. Numerous pictures, diagrams, charts and tables are used to further enhance student learning and deeper understanding of applications and situations.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

- ☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Kentucky Department of Education  
Science Adoption 2008-2014

Ancillary and gratis materials available are easily coordinated with the student materials. Instructional technology in the form of a media manager, publisher website, test generators, etc. allow for coordinated planning by the teacher that will assist with teaching and learning. Opportunities for high-level thinking, assessment, and problem solving are addressed in the test generation ancillary materials.